DOCUMENT RESUME

ED 352 922 HE 026 122

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TITLE An Exploratory Examination of Organizational Factors Leading to Transfer of Hispanic Students: A Case Study. ASHE Annual Meeting Paper.
PUB DATE Oct 92
NOTE 37p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN, October 29-November 3, 1992).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement; Case Studies; *College Environment; College Outcomes Assessment; College Transfer Students; *Community Colleges; Educational Objectives; Enrollment; Ethnic Groups; Higher Education; *Hispanic Americans; Program Development; Program Implementation; Resource Allocation; *Student College Relationship; Student School Relationship; *Transfer Policy; Two Year Colleges
IDENTIFIERS *ASHE Annual Meeting; California (San Francisco Bay Area); *Hispanic American Students

ABSTRACT

Hispanics are the fastest growing ethnic group nationally, yet they continue to be undereducated and underemployed. This paper discusses one community college's success in preparing and transfering Hispanic students to 4-year institutions. The study examined a San Francisco Bay Area high transfer community college, which was experiencing an increase in the enrollment of Hispanic students, to determine how its organizational practices were specifically addressing the transfer of this population. Data are provided that were gathered through interviews with college personnel involved in carrying out the transfer function as part of their responsibilities. Exploratory analysis and findings of the data are presented in terms of four organizational dimensions: commitment; structural context; role performance of staff; and role performance of students. Findings suggest that the intention of the institution, embodied in a policy statement, the college's allocation of resources, its implementation efforts to create facilities and roles to carry out the intent, and the actual roles enacted by the staff, seem to be directly related to and influence the participation and behavior of the students as to whether or not they utilized the transfer-related opportunities offered to them. (Contains 25 references.) (Author/GLR)

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An Exploratory Examination of Organizational Factors Leading to Transfer of Hispanic Students: A Case Study

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Paper Presented at
Annual Meeting of
Association for the Study of Higher Education
Minneapolis, MN.
October 31, 1992

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ASSOCIATION FOR THE STUDY OF HIGHER EDUCATION

This paper was presented at the annual meeting of the Association for the Study of Higher Education held at the Marriott City Center, Minneapolis, Minnesota, October 29 - November 1, 1992. This paper was reviewed by ASHE and was judged to be of high quality and of interest to others concerned with the research of higher education. It has therefore been selected to be included in the ERIC collection of ASHE conference papers.

Abstract

Community colleges continue to be the entry point into higher education for most Hispanic students. Despite their high enrollment rates in these institutions, low associate degree completion and low transfer rates to four-year colleges still continue to be yield alarming statistics about this population. The severe leakage in the educational pipeline occurring at this important transition point for Hispanics is accentuated when the economic consequences to society are considered. Hispanics are among the youngest and fastest growing groups nationally and yet they continue to be under educated and under employed. It also raises questions as to what community colleges are doing to increase retention and to assist Hispanic students to transition successfully into four-year colleges.

This study examined a high transfer community college, which was experiencing an increase in the enrollment of Hispanic students, to determine how its organizational practices were specifically addressing the transfer of this population. Data were gathered through interviews from college personnel involved in carrying out the transfer function as part of their responsibilities. Exploratory analysis and findings of the data were based on four organizational dimensions: commitment, structural context, role performance of staff, and role performance of students. Findingsπ suggested that the intention of the organization, embodied in a policy statement and the allocation of resources, its implementation efforts to create facilities and roles to carry out the intent, and the actual roles enacted by the staff seemed to be directly related to and influenced the participation and behavior of the students as to whether they actually took advantage of the transfer related opportunities offered to them or not.

Statement of the Problem

More Hispanic students enter the higher educational pipeline through community colleges than through four-year institutions. Additionally, these students often come from lower socioeconomic backgrounds and have few financial resources available to dedicate solely to their academic endeavors. While Hispanics enroll in community colleges in larger numbers than non-Hispanic whites, 56 percent as compared to 38 percent (ACE, 1991), few complete associate degree programs and still fewer successfully transfer to four-year institutions (ETS, 1990; Nora and Rendon, 1990; Cohen and Brawer, 1982, 1989; Rendon and Mathews, 1989; Rendon, Justiz, and Resta, 1988; Richardson and Bender, 1987). Researchers estimate that the transfer rates from community colleges to four-year colleges range anywhere from 5 percent to 25 percent (Brint and Karabel, 1990; CPEC, 1989; Richardson and Bender, 1987).

For Hispanics, the transfer rate is much more dismal. In California, where Hispanics are the largest and the youngest ethnic population, two facts about Hispanic students are disturbing. First, a mere five percent of all students enrolled in the 107 California community colleges transferred in Fall 1989 to the University of California (UC) or to the California State University (CSU). Thus, it would appear that community colleges -- heavily attended by Hispanics -- do not regularly lead students into baccalaureate degree-granting programs. Second, although Hispanics represent 65 percent of the California community college population, only 10 percent of the students who transferred in Fall 1989 to senior institutions were Hispanics (CPEC, 1989). Thus, the narrowly open pipeline to four-year colleges seems even more constricted for Hispanics.

Such alarmingly low rates reveal the leakage of such a large and growing population occurring in the higher educational pipeline at an important transition point. The low transfer rates also highlight the economic consequences to both individuals and to society when potential workers are undereducated and underemployed. Additionally, the low transfer rates raise questions as to how the two-year institutions are facilitating or

hindering the movement of students into four-year colleges and what themselves are doing to stop the leakage.

This paper focuses on the organizational factors that facilitate or hinder the academic success of Hispanic students and how these factors affect transfer. I attempt to answer the question: How do organizational practices improve and enhance the transfer of Hispanic community college students?

Theoretical Perspective

The research literature is replete with studies that focus on community colleges at the organizational and at the individual levels of analysis. Some researchers have found that the community college "cools out" individuals through organizational practices that subtly encourage students to scale down their educational goals or to leave without completing their goals at all, a process contributing to their placement in lower socioeconomic statuses (Clark, 1960; Karabel, 1972). Others have examined individual factors, citing economic, cultural, and educational disadvantages as causes of Hispanic students' poor academic performance and early departure from college (Astin, 1988; Cohen and Brawer, 1989). One impact of the culturally disadvantaged label is that students are perceived to be less able to benefit academically from their education than their more culturally advantaged peers. Hispanic students are seen to be more at-risk of failing and seldom are expected to succeed academically -- either to transfer to a four-year college or to achieve even associate degree completion.

Based on earlier models at four-year colleges that emphasize increased student retention as a result of the interplay between the individual and the institution (Tinto, 1975; Bean, 1980; Pascarella, 1980), more recent literature examines factors associated with two-year institutions and the interactions with Hispanic students that contribute to student academic success (Rendon, 1982; Nora, 1987; Nora and Rendon, 1990). For example, institutional factors, including the encouragement teaching and counseling faculty and administrators given to Hispanic students, seem to lead to the completion of more college

units. Still other research has identified individual factors, which focus on the strong personal commitment and clearly defined educational goals that some Hispanic students bring to their college experience, lead to greater academic and social integration, higher retention rates, and, most of all, to achievement of their academic goals (Rendon, 1982; McCool, 1984; Nora, 1987; Turner, 1988; Laden, 1992).

The low transfer rates and the underrepresentation at senior institutions of ethnic minority students have led to numerous proposals and reforms at both national and state policy levels. The widespread concerns about the low rate of transfer, especially for Hispanic and African-American students, have led the California state legislature and the California Community College Chancellor's Office to initiate a reform of the transfer function. The review of the master plan for higher education (Joint Commission for the Review of the Master Plan for Higher Education, 1988), the passage of several reform bills (AB 3, 1986; and AB 1725, 1989), and the allocation of seed monies to establish pilot transfer centers through intersegmental efforts by the University of California (UC), the California State University (CSU), and the California Community Colleges (CCC), have encouraged greater attention to transfer by community colleges and senior institutions through the coordination of college transfer efforts. Many of California's 107 community colleges have created transfer programs and activities in response to this encouragement (CCC Chancellor's Office, 1989). The central foci of the transfer centers are the identification, development, and implementation of strategies to serve students who traditionally have been less likely to transfer, and to increase the number of under-represented students who transfer to senior institutions (California Community Colleges, 1990).

In implementing major organizational innovations, it is important to observe, record, and measure role behavior and relationships of the relevant individuals involved in the change process to assess whether change is indeed occurring or not, and if so, how much. Thus, the study examines the transfer function in a community college along a

number of organizational dimension. Borrowing from Charters and Jones (1974), four organizational dimensions are used to assess and explain the degree of change occurring at a selected community college: (1) organizational commitment, (2) structural context, (3) role performance of staff, and (4) role performance of students. In other words, do the organizational practices related to the transfer function at the community college make an appreciable difference for students?

Figure 1 presents the four variables I use to examine the organizational practices at the selected community college and how they influence or hinder the transfer process for Hispanic students.

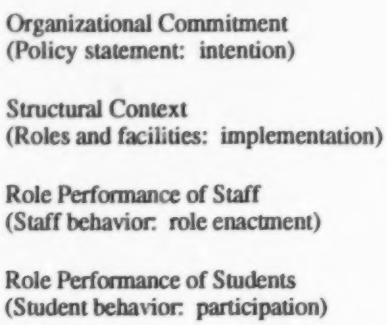

Figure 1: Organizational Factors Leading to Transfer (source: modified from Charters and Jones, 1974)

A brief definition of each variable follows.

- *Organizational commitment.* Community colleges may or may not declare an intention to increase the number of minority students who transfer to a four-year college or university. If an intention is declared, it may be embodied in a formal policy, in a contract with an external funding agency, in an oral pronouncement by the chief executive office of the community college, or in some combination of the foregoing.

- *Structural context.* Community colleges may vary in the formal arrangements and physical conditions that form the context within which staff members carry out the organization's commitment. Community colleges may or may not create roles and role expectations which underscore the organization's commitment to increase the number of minority students who transfer; and they may differ in the facilities which they set aside for implementing the organization's commitment.

- *Role performance of staff.* Even if an organization prescribes certain duties and expectations for a given role, the incumbents of those roles may vary in how they enact the role. Role expectations do not invariably lead to behavior that accords with these expectations. Some staff members may behave in prescribed ways that are consistent with the organization's commitment while others may choose not to fulfill these role expectations.

• *Role performance of students.* Even though community colleges may declare their commitment to increase the transfer rate of minority students, create staff roles and role expectations consistent with this commitment, and have staff members who fulfill their role expectations, minority students may not take advantage of the opportunities afforded them. They may not participate in these activities for a variety of reasons, (e.g., they are unable, unwilling, or unaware). Accordingly, it becomes important to describe how and why Hispanic students participate in those activities designed to promote their transfer to a four-year college or university.

Methodology

This paper is an exploratory examination of the organizational factors leading to transfer of Hispanic students enrolled in a community college with a high transfer rate for its general student population and a low transfer rate for Hispanic and other under-represented students. This research represents a segment of a larger study that focuses on an analysis of organizational and personal factors influencing the transfer of Hispanic students at two community colleges with variation in their overall transfer rates.

A community college in Northern California with a strong emphasis on the transfer function was selected as the site for data collection and formed the basis for this case study. I call this particular comprehensive community college "High Transfer College." It was founded in 1964 at the height of a rapid population expansion in California, and has historically ranked among the top 20 out of 107 California community colleges for its high transfer rate to senior institutions. The college has a mid size student enrollment of 14,000, is located in a predominantly white upper middle income suburb in a prime technological region, and is experiencing a recent increase in enrollment of Hispanic and other underrepresented students from diverse geographic and socioeconomic areas outside the traditional service area of High Transfer College. For example, enrollment figures comparing Fall 1989 (14,451) to Fall 1991 (14,080) reflect a rise of 6.1 percent in ethnic minority students, from 22 percent to 28 percent overall (Office of Institutional Research, 1990, 1991).

Data were gathered through structured interviews with college personnel involved with the transfer function. The interview questions focused on the importance the community college attached to the overall transfer function and their efforts: (1) to intensify

serving Hispanic transfer students, (2) to increase Hispanic students' tendency to transfer, and (3) to increase the overall number of underrepresented students who transfer from their institutions.

The dean of student services identified 16 interview subjects who were connected with the transfer function. The dean of academic affairs was unavailable during the time the data were collected. Interviews were audio recorded and verbatim transcripts were made. Case study data were analyzed using the qualitative methods of Miles and Huberman (1984) and Yin (1984). Pattern-matching prototypes based on the organizational variables guided the analysis (see Appendix A). The goal was to analyze the data by building an explanation about the case and to develop ideas for further study (Yin, 1984, p. 103). The narrative text also was displayed in matrix format to show the data visually and to permit direct use of the findings (Miles and Huberman, 1984, p. 79). College documents were also examined as evidence of how the organization publicizes and informs students about the transfer process, to corroborate data, and to pinpoint areas for further investigation (Miles and Huberman, 1984).

Findings

Organizational Commitment

In determining the degree of organizational commitment of High Transfer College (HTC) to the transfer of underrepresented students, and more specifically of Hispanic students, I examined four sources for evidence of support. These included (1) a public declaration or statement of the organization's intent, (2) a written formal policy stating the commitment, (3) stated goals as to how the intention would be carried out, and (4) the allocation of resources for enacting the commitment.

Public declaration:

An organizational commitment must be publicly embraced and articulated by the institution's leadership so that all participants are aware of, and understand, it. In the case of High Transfer College, the commitment to transfer has been generally accepted as part of

the institution's mission since its founding in 1964 and was verified by both the interviews and a review of college documents. The role of the president as the leader and the visionary for particular missions of the organization was highlighted by the incumbent:

> . . . To develop and articulate a vision for the college . . . so that everyone understands it, accepts it, and agrees to participate in fulfilling the mission. Then, everything that you do has to be done in the perspective of that mission.

In valuing transfer as a priority for HTC, the organization also has articulated the need to refocus its mission to include all students, including underrepresented students. The president, an Hispanic himself and in his second year as CEO, articulated the change:

> The shift is in the transfer of minority and underrepresented students. While transfer has always been a priority, now the focus is on special groups. It's put *center stage* " (his emphasis).

Garnering public support for a policy is important in getting it implemented. In the case of HTC, *cooperation at all levels* was cited by both administration and faculty for increasing attention to the transfer function for underrepresented students and the ensuing outcomes. Particular recognition was given to the governing board, the chancellor, and the president for their efforts. An Hispanic counselor credited the president with increasing the emphasis on the transfer of underrepresented students, saying:

> It's always been in place, the philosophy of 'Let's get everyone transferred,' but never really distinctly to given populations, for special drives to [attract] special populations [until now]. That's the big difference.

The president commented about the change in the campus climate he perceives has occurred:

> I think there's a general sense of excitement among a lot of people [here] that this is something that's overdue. Sort of something that's good. There's a lot of energy on the campus, a lot of positive energy.

Formal policy:

A written statement or document adds formality to a commitment by making it part of college policy and available for dissemination. At HTC three documents were cited as central to the organizational policy toward transfer and for overall college planning. The documents included the College Master Plan (1989), The Minority Recruitment, Retention and Transition Report and Recommendation (1989), and the College Matriculation Plan

(1987). A dean referred to the three reports as "part of our integral decision-making body of information that we use."

The 1989-1994 College Master Plan refers to the transfer function as one of its primary assets and notes the high transfer rate from High Transfer College to the California State University and University of California systems. Moreover, the HTC planners boasted that their transfer students generally earn higher grade point averages in their final two years of college than those who enter four-year institutions as freshmen.

More importantly, the college master plan addressed the future of High Transfer College by referring to the dominant white majority HTC has traditionally served and acknowledged that the numbers "no longer exist in sufficient quantity to allow High Transfer College to base its existence on them." Looking ahead at the changing demographics for California, the plan cited the need for the college to reach out into the greater community and intensify its outreach efforts to bring in "new constituents."

The second document was the Minority Recruitment, Retention and Transition Report and Recommendation (1989), more commonly referred to as the 'minority task force report.' This document was a result of a 1988 governing board mandate for a report on (1) "how to respond to the changing ethnic patterns of the communities we serve," (2) how "to focus campus attention to the 'new majority' which will be emerging in California . . . and (3) [the need to focus on] minority student transition into four-year institutions or the job market." Every individual interviewed referred to this particular document. Moreover, everyone attributed the changes occurring within the organization as directly or indirectly related to the report and its recommendations.[1]

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[1]The report addresses four major barriers and areas of recommendation: (1) institutional attitudes, (2) curriculum, (3) services, and (4) location, access, and image. The first recommendation primarily deals with increasing ethnic diversity among faculty and staff and on staff development activities focused on increasing awareness; the second recommendation deals with strengthening outreach and recruitment, retention, and transition efforts for ethnic minority students through early identification and individualized attention, programmatic and student services offerings, and mentoring to assist them to be academically successful. The third recommendation focuses on making HTC more accessible and welcoming to the greater community , promoting multicultural activities that promote community involvement, and suggest the possibility of a name change for HTC as a way of cultivating a "brand new image" to wipe out the negative image of exclusivity the white, upper middle income image the college is purported to project. The fourth

The third document referred to was the College Matriculation Plan, part of a state legislative reform passed in 1987. The document, a three-year plan submitted to the California Community College Chancellor's Office for funding, detailed how HTC planned to assist matriculated students to complete their educational goals successfully. According to state mandate, the college's efforts to assist students to complete their educational pursuits must be addressed at every level of the organization in the plan. These include all areas of the college: the admissions process, assessment, orientation, counseling and advisement, course placement, student monitoring in the classroom and referral for those experiencing academic difficulty, staff development, and research and evaluation annually of the outcomes. Increasing transfer for underrepresented students is addressed indirectly in the plan in that every student who matriculates at HTC is expected to benefit from these key components, which, in turn, are expected to lead to the successful identification, implementation, and completion of his or her educational goal (Laden, 1989).

Stated goals:

Stating a policy or declaring an intent to make changes can have limited impact if the declaration is not followed up with specified goals for policy implementation. In his first few months of his term, the new president made it clear that a top priority was increasing the transfer rate of underrepresented students. He recalled saying to the faculty:

> There's no reason why this institution cannot be the leading institution in terms of transfer of minority students to four-year institutions, no reason at all. And I say that for two reasons: one, the record of most institutions is so bad that you don't have to do much to be number one; two, we have the infrastructure here, and with a little bit of work, we can start transferring hundreds of minority students a year.

The president's comments gave added voice and authority to the recommendations in the minority task force report to provide focus for increasing the transition of underrepresented students into senior institutions as well as into the world of work.

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recommendation proposes the position of minority specialist to oversee the implementation of the above recommendations, support the formation of several committees to plan, implement, monitor, and evaluate the suggested recommendations, and support the allocation of substantial resources to ensure that the recommendations can be implemented (Minority Recruitment, Retention and Transition Report and Recommendations, 1989, p. 17-35.

Resource allocation:

Policy and goals are rendered meaningless if resources are not made available to implement the changes. The allocation of human and capital resources are significant in implementing changes within an organization. Specific changes were evident in three areas at HTC: staff hirings, curriculum, and support services. Faculty hirings between 1989-1991 -- three Hispanics, one African-American, three Asian-Americans, or 50% out of 14 -- reflect an affirmative action commitment to diversify the faculty and to begin to build a 'critical mass' of students and staff representative of the society at large. The assistant dean of student services noted:

> It's well documented that if students connect with the institution, they're more likely to stay -- and they are more likely to connect with people who look like them, or talk like them, or dress like them. When a student comes on the campus and finds no reflection of himself or herself or their culture, then the alienation is just multiplied and the likelihood of their remaining is less.

The president added, "The new hires will help us in this regard. I think if you brought all of the people I have hired in the last two years, put them in a room and talk to them, you'll soon realize where their expertise and interest lie;" that is, in promoting and increasing equal educational opportunities for students not traditionally attracted to higher education in significant numbers.

In fact, it quickly became evident in the interviews that it was often the newer faculty who were at the forefront in creating new programs, supporting innovative changes, and willing to assume responsibilities even when not explicitly stated in their job descriptions. A new Hispanic counselor stated, for example, "No one put me in charge of being the transfer counselor for Chicano/Latino students. I put myself in charge."

Curriculum, the prerogative of faculty, also received attention. In 1988, the college added Ethnic Studies to its list of requirements for the associate degree. However, few changes in the curricular offerings were made, giving students a small selection of courses. As the student composition began to become more diversified, both faculty and administrators heard increasing complaints from ethnic minority students about the inadequacy of ethnic courses available each semester. In Fall 1991, in response to student

demands, offerings were expanded to included an African-American literature course, a Mexican-American history course, a Mexican-American literature course, and some other ethnic studies classes including a humanities course and a cross-cultural counseling course developed and team-taught by an African-American counselor and an Hispanic counselor.

Changes in support services included the hiring of an Hispanic counselor to do general counseling, to team-teach a special one-year English program for Mexican-American transfer students (see Puente Project, Appendix B), and to do outreach and recruitment in the Spanish-speaking areas of the greater community. Changes also included the development of a community relations office to coordinate outreach and recruitment efforts and the allocation of funds for increasing resources in the transfer center.

Structural Context

In assessing structural context of the organization and how the organizational commitment is implemented to increase transfer, especially for Hispanic and other ethnic minority students, four structural aspects of support were examined. These included (1) budgetary allocation, (2) physical facility, (3) staffing, and (4) the transfer center and/or other supporting transfer programs.

Budgetary allocation:

Support services in both instructional and student services received an infusion of funds, primarily using categorical monies the state intended for transfer and related program reforms. The dean of student services stated that while he felt his action might be misinterpreted as a statement of the academic preparedness of the ethnic minority population matriculating at HTC and their ability to do college level course work, he, nonetheless, campaigned for and received additional funds to upgrade and expand instructional and student support programs in anticipation of increased student needs. These programs included the tutorial center and the basic skills center in the instruction

area. Funds also were allocated for the transfer center, recruitment and retention activities, multicultural events, outreach activities in middle and secondary schools in the community in student services. Commenting on the budgetary changes, a student services administrator summed it up thus:

> For the first time, [for example,] the recruitment budget is an integral part of the college budget as opposed to some peripheral money that's out there somewhere. Same thing with multicultural enrichment activities. We're in budget cutting times -- [but] they will not be cut. The allocation of resources -- if you've got a president that's committed to these kinds of activities -- is going to come from him.

A faculty member concurred, adding, "I am directly involved in three programs in a major sense and throughout my experience in those programs there has never ever been an obstacle. In fact, there's been *carte blanche*."

Facility for transfer:

In 1988 the transfer resources were located in "a four drawer file cabinet in an alcove in the back part of the counseling building . . . and the career area was in another building in a covered space of about 10x15 . . . a closet with shelves in it," according to the dean of student services. He garnered support in spring 1989 to create a new use for the foyer in the counseling building by combining the career and transfer resources of the college in this single location and named the area the 'Transfer Career Center.' Initial funds were allocated for resource materials, computers, and office furniture to fully equip the new center. Additionally:

> $5,000 to $6,000 are spent every year in upgrading materials and that doesn't even count software and hardware acquisitions that we've made in the last two years. It's a real priority because it needs to be up-to-date and current all the time.

Transfer center staff:

The transfer center has a staff of three: a counselor with two-thirds assigned time to serve as coordinator, a full-time career specialist, and a half-time counselor aide. The latter two job descriptions were rewritten to incorporate the new duties and to "avoid hiring new staff." The counselor uses his 60 percent reassigned time to manage the transfer center and

to work with the college articulation officer[2] "since the functions of articulation and transfer have to go hand-in-hand." The daily operations of the center are managed by the two support staff members who perform a variety of career and transfer activities for students and faculty.

Programs:

The transfer center provides a centralized resource base for transfer information. However, a number of newly created retention and recruitment programs, both internal and external to the campus, support and reinforce the transfer function in a variety of ways (see Appendix B). The president noted that "a lot of seeds are being planted through different kinds of programs: reaching out into the high school, such as the '2+2' program; the Scholars Alliance that reaches out into the middle school; the summer leadership program for high school graduates -- in so many different ways, reaching out to those various age groups, various communities." In all of these seed efforts, the college is reaching out to student groups that traditionally have not considered college. With the arrival of the president and the emergence of the minority task force report recommendations, the college has become aggressive in its pursuit of these students as prospective students. About these programmatic efforts, the president stated:

> The key is to have those become the institution's programs, because if I leave and they go away, then my being here was a total waste of time. They have to function, they have to become an integral part of the institution. So, no matter who is president or what the leadership is, those things remain. I have to be able to go away [sometime in the future] and have it not be noticed that I've gone away.

The only effort that continues from the past is Transfer Day, an information day held each fall at most community colleges for students interested in transfer and traditionally sponsored by the four-year institutions. Several programs focusing on underrepresented students were begun shortly before the previous president left, while the other programs and activities followed the release of the college minority status report and

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[2] The articulation officer establishes agreements between the community college and four-year colleges of equivalent, acceptable lower division transfer level courses.

the arrival of the new president. New program offerings related to recruitment, retention, and transition of minority students at HTC include a range of academic programs and activities developed during the last three years. Among the new academic offerings, for example, are the Puente Project, an intensive English program for Mexican-American transfer students; the Summer Leadership Institute, a summer bridge program for ethnic minority high school graduates; and, the honors program for high achieving students.

Role Performance of Staff

How staff choose to enact their roles may or may not lead to behavior consistent with the organizational expectations of how the roles should be enacted. To assess role performance of staff involved with the transfer function, the study examined (1) stated and actual responsibilities and duties of the transfer center staff, and (2) college wide involvement and support through curriculum and programs.

Duties and responsibilities of transfer center staff:

The transfer coordinator came to HTC in 1965 as a counselor, a year after the college was founded. With more than 25 years of seniority, the coordinator stated he was an eager proponent to merge the career and transfer functions and locate them in the present setting "because it was important to have the transfer center centrally located, and it would be easier access, [have] a heavy traffic flow, [it] was a natural place. The chancellor cooperated by providing the funds for the renovation [of the foyer]."

As coordinator, he oversees the transfer center, but leaves the daily operation to the career specialist and the counselor aide. The coordinator stated that he uses his allocated 60 percent time in the fall months to develop new and strengthen existing transfer admissions agreements and to oversee the senior college application filing process, while in the spring months he spends more time with college representatives exploring other transfer opportunities for students.

Transfer admissions agreements (TAA) are important in that they have become a key piece in many transfer centers as a perceived vehicle for increasing institutional transfer rates. The TAA in California is a result of reforms emanating from the review of the master plan for higher education in 1988 and a recommendation for the UC and CSU to facilitate the transfer process for community college students.[3] High Transfer College, like other community colleges in the state, has developed (and continues to refine) agreements primarily with those senior colleges that consider the community college to be a "feeder" institution. For example, the six community colleges closest to the local CSU campus transfer the majority of their students to this institution, thus they are considered "feeder" colleges. It should be pointed out that not all UC or CSU campuses offer TAAs nor do they offer them to every community college. A notable non-participant in granting transfer admissions agreements is UC Berkeley.

The coordinator also facilitates the annual Transfer Day held each fall in the campus center. The event alerts students to begin preparation for the application filing process, which officially begins November 1 each year. In addition to the information tables set up by the college representatives, counselors offer workshops on how to fill out applications and financial aid forms, and techniques for writing essays. The transfer staff is responsible for arranging and publicizing the event.

In addition, for the past two years, the coordinator and an Hispanic counselor have joined efforts to host an additional transfer day in the fall designated for Hispanic students. It is known as "Raza Day," a Spanish term meaning "race" or "our race" Hispanics, especially Mexican and Mexican-Americans, use to refer to themselves. While Raza Day is planned for Hispanic students enrolled at HTC and Hispanic high school students from the greater community who are invited to the campus, students from other ethnic groups on

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[3] A TAA is completed between a community college transfer student and the participating university the student desires to attend. The student must complete approximately 30 transfer semester units (or the equivalent of the first year of a transfer program) in order to apply. The participating university agrees to accept the student with advanced standing (junior status) when the additional 30 transfer units are completed with an acceptable GPA. The student must still file a formal application to that institution.

campus are invited also. University and college representatives are primarily Hispanics and offer students a more personalized presentation of the academic and social aspects of their institutions, including information about special campus programs offered for underrepresented students. The success of Raza Day has led African-American and Asian-American counselors to request that (1) it be renamed 'Minority Transfer Day' since students from other ethnic groups are invited anyway, and (2) that it include college representatives from other cultural and ethnic groups. The student services dean indicated he was supportive of the modification.

The position of counselor aide is still uncommon in most California community college counseling departments. In those few counseling departments that do have this position, as is the case with HTC, great care is taken to maintain a distinction between the duties and responsibilities of a counselor aide as a paraprofessional (minimum requirement is an associate degree) and those of the counselor as a professional expert (minimum requirement is a master's degree with specialization).

The counselor aide has been with the HTC counseling department on a part-time basis for five years. She was one of several counselor aides hired when the position was first created. Furthermore, she is the only one still there. Although the counselor aide completed her master's degree in counseling and guidance in June 1991, her duties remain supportive in nature, such as answering general questions for students, screening and referring students, offering general support services, and assisting in arrangements for on and off campus activities for the counselors. She stated she is careful not to have "crossed over the boundary . . . to do counseling per se." In defining her role, she said it was "something above a clerk, but not quite crossing the boundaries of counseling." Nonetheless, in her estimation, her expertise of five years is recognized and valued by part-time counselors who often ask her for information they prefer not to ask regular counselors.

The full-time career specialist has been with HTC for 10 years. Her main duties are to maintain the career area of the center with up-to-date occupational information and to provide orientation and research assistance to occupational and transfer students. She also offers ongoing assistance to English and career counseling instructors who bring their classes each semester to the center to use the resources. She works several evenings a week to provide support for evening students and for community members who are encouraged to use the facility. According to her, most inquiries are for career information.

Duties shared by both support staff members include assisting students with career and transfer information, referring of students to counselors when appropriate, making arrangements for high school visits by counselors, doing preparations for counselor and college representatives to give informational workshops, assisting with the transfer day and career events, preparing TAA files for counselors, and publicizing transfer and career events. Additionally, they help other faculty and administrators arrange specific college-wide activities when needed.

College-wide involvement and support:

College involvement and support cover three areas at HTC: recruitment, retention and transition. Recruitment refers to getting prospective students on campus, providing a series of activities for them designed to show case the college, and encouraging them to enroll. Retention refers to keeping students in academic programs and assisting them to be academically successful through educational planning and use of instructional and support services. Transition refers to helping all students achieve their educational goals and successfully transfer to senior institutions or into the world of work. These functions depend primarily on support programs and services, a diverse and well-balanced transfer and vocational curriculum, and a staff to carry them out.

Faculty support the transfer function inside and outside the classroom and indicated they see it as integral to their organizational mission. General education and major course

offerings listed in the college catalog and in the class schedules are extensive, particularly at the sophomore level, thereby enabling transfer students to be well prepared for upper division courses. A wide range of fairly new programs (detailed in Appendix B) supports the transfer function. Most of these programs originated in student services, such as On to College, Summer Leadership Institute, and the Puente Project, but involve teaching faculty, administrators and staff in various ways, from instruction to mentoring to providing necessary support through financial and human resources. According to the dean of student services, "The role of the instructor is very significant as a partner in working with the student services and the transfer function. Faculty really are 100 percent behind the transfer philosophy."[4] Programs, such as the honors program, originated with faculty interested in providing more academic rigor and challenge to high achieving students. Like the other programs which support transfer, the honors program has made extensive efforts to enroll underrepresented students through outreach efforts in high schools with large minority enrollments and with the Puente Project on campus. The coordinator stated, "We are interested in having diversity in the honors program. We do not want it to be a white elitist program . . .[we are] recruiting honors students from [diverse] high schools and interested in increasing affirmative action applicants."

Additionally, student service activities, such as the newly created High School Days, depend on active participation from the entire college. Everyone from the president to student campus groups get involved with High School Days. It has become commonplace in the past few years for high school student groups numbering up to 400 students to visit the campus for a day of activities, which include sitting in on classes. In an effort to increase the number of underrepresented students at HTC, most of the students invited

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[4] The statement "Faculty really are 100 percent behind the transfer philosophy." was supported in the findings based on the interviews, a review of the curriculum offerings, and a review of college documents. A limitation to this study, however, is that only faculty directly associated with the transfer function were interviewed. It is quite possible that other faculty might have been open opponents of the emphasis on transfer, especially in the vocational areas. Faculty in vocational programs may feel they do not receive their "fair share" of resources because of the organizational emphasis on transfer.

attend high schools located in the greater community which have varying socioeconomic and culturally diverse populations.

Role Performance of Students

This variable examines the role performance or active involvement of Hispanic students in transfer activities *from the perspective of the organization.* In other words, how many, to what degree, and in what ways do Hispanic and other ethnic minority students students participate in activities specifically designed for transfer students as assessed by staff?

Use of transfer center:

There were mixed responses as to the use and success of the transfer center. The transfer coordinator cited an increasing number of students using the transfer center since it was created. He stated, "It's heavily used by the students coming and researching out their projects, by counseling instructors bringing their classes over to orient them to the use of the materials. . . . The four-year representatives meet the students there." Data to substantiate the coordinator's assessment of increased used were unavailable as information had not been collected systematically. The only efforts made in the transfer center to document use, according to the career specialist and the counselor aide, were to ask students to 'sign in' on a tablet placed on a table -- which most users appeared to ignore the three times I observed; and, to estimate how many students attended workshops and other transfer center activities. The career specialist indicated that efforts were being made to find a method for determining how many students actually use the center and in what ways. The only information being kept were the number of transfer admissions agreements (TAAs) by major and institution being "written"[5] with transfer students, yet even this

[5] Even though the community college has developed a transfer admissions agreement with a specific senior institution, an individual agreement form must be filled out with each student who plans to transfer to that university. The TAA is usually "written" after a student completes 30 transferable units, that is, at end of the freshman year of course work toward transfer or the beginning of the sophomore year. The agreement, or contract as it is sometimes called, includes information about the transfer student's major, transferable units and GPA, courses in progress for the current term and courses planned for the following term. Transcripts verifying the student's completed course work are attached to the TAA. The agreement is sent

information did not include an ethnic breakdown. Data on TAAs were unavailable at the time of my visit.

The establishment of a transfer center as the central place for transfer information and resources does not seem to have attracted Hispanic or other ethnic minority students as anticipated. When asked about the number of Hispanic and other ethnic minority students who use the transfer center, the coordinator replied, "I don't really count. I just see all sorts of students using it." The counselor aide responded differently:

> I don't think we're attracting [as] many underrepresented students as I thought we would. I understood that the transfer admissions agreement program initiated by the universities was to attract the underrepresented. They are still not coming in even though it's been made available. For some reason, that still needs to be worked on, how to get them to come in [to the transfer center].

In assessing the value and use of the transfer center by Hispanic students, the assistant dean of student services commented,

> It's not a live, dynamic program that students see as a vital mechanism to get to a four year college. We have had [four-year college] people that specifically come out for affirmative action students and they just sit there because those students aren't there [at the transfer center].

An Hispanic counselor spoke from her years of experience in working with Latino students and with Hispanic communities:

> You do not throw information at Chicano/Latino students with glossy pictures and posters, put minority on your program title and throw it out to the world, send them letters, and expect that they will show up for activities. You have to go after them, you have to establish personal relationships, they have to know you because you've been referred and you can be trusted. It's very culturally identified. It has to be very directly targeted, not to minority, not to students -- Chicanos and Latinos do not see themselves in those words. They see themselves as Chicano, Latino, Hispanic, Raza -- that is what will attract. You have to be specific.

These comments support the notion addressed by the Hispanic counselor that simply opening up a transfer center or offering transfer admissions agreements are not enough to attract and encourage Hispanic and other ethnic minority students to participate. The evidence suggests that reliance on a mainsteam model, which may work for traditional white non-Hispanic students, is inadequate and inappropriate for ethnic minority and cultural groups much more familiar with more personalized approaches.

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to the senior institution to be evaluated and approved, then signed copies are returned to the student and to the community college, respectively.

Involvement in transfer and related activities:

Aside from the transfer center, involvement of Hispanic students in transfer is increasing through the varied programs and activities (described in Appendix B), but the indication from individuals such as the dean of student services, the assistant dean, and Hispanic faculty is that there's more to be done. The dean acknowledged that there is still a lot that the staff needs to learn about serving underrepresented students. Speaking about the first Raza Day, the dean stated:

> We found we made some assumptions -- not just me as an Anglo but other staff who were minority -- turned around and assumed that most of our minority students, though they appear to be few in number, were hooked up with the EOPS program (Educational Opportunity Program and Services, a state funded program for low income students). We found that they weren't, and most of them were not eligible for and in some cases not even interested in a program like EOPS. That was the first graphic realization that we got a lot of people out there that aren't plugged into any kind of program or support system at all.

Referring to the increasing involvement of faculty, an Hispanic counselor added:

> . . . This is not an angry, actively aggressive, anti-ethnic institution now. This is a very nice campus. It has very nice -- *buena gente* --but it's not a shared commitment. They love it, they cry, when they see our students on campus and [say] 'You guys are so good. You put on Raza Day . . . and this and that.' They volunteer to lead your tours, they're kind, and they work at not saying the wrong words. They make sure they check with you every semester what you want to be called. But it's not the same -- it's not anywhere near a level of passion.

While valued and considered important, volunteering to lead tours does not have the same impact as making deep, substantive changes in the organization. The same individual was critical of the various departments' superficial responses to the call for change. She criticized them for refusing to commit resources to make substantive curriculum changes that can significantly impact the organization, saying, "We drag out the minority and recruitment and retention plan (minority task force report) here periodically just to say, '*Aqui esta*,' you know. 'It says here . . .' so it pushes people, but it doesn't loosen resources within the departments."

Outcomes

In this study, I have found evidence that High Transfer College has initiated organizational changes (1) in a response to changing demographics in the greater community, and (2) in response to the state reforms to increase transfer rates for

underrepresented students. A new, dynamic president, who has the backing of the governing board and the chancellor, is providing the leadership and articulating the vision for supporting and emphasizing a growing constituency on the campus -- underrepresented students -- called for in the college master plan and elaborated in the minority task force report. The organizational commitment to increase the transfer rate for underrepresented students appears to be college-wide and being carried out in multiple ways. The organization has implemented efforts to: diversify the faculty and begun building a critical mass by hiring ethnic minorities; creating and supporting a transfer center; increasing outreach and recruitment efforts through off-campus programs and on- campus tours which involve faculty and staff; developing new academic programs which support transfer, such as the Puente Project which targets Mexican-American students and the honors program which seeks to serve a diverse population; expanding ethnic studies curriculum; and allocating resources to increasing instructional support programs, such as tutoring and basic skills and to keep the transfer center resources current.

Although some individuals at HTC expressed dissatisfaction that the commitment is superficial for too many departments, the overall findings in this area indicated that the organization has not only committed to change, but it is acting on that intention. Indeed, whether the organizational commitment ultimately extends to making a difference for underrepresented students, especially Hispanics, remains to be seen as the president's "seeds" continue to grow and bear fruit over the next few years.

The mechanisms already in place at HTC are partially dependent on the continuation of funds to maintain the structural context. With the current severe budget situation in the state of California and its dramatic impact on education, all levels are feeling its effects. In Fall 1992, school districts and colleges began the academic year without knowledge of what their budget allocations were for the year and were faced with making severe cuts in anticipation of a 'worst case scenario,' given that they did not know how the impasse between the governor and the legislature would be resolved. For community colleges, a

'mean, lean' budget in higher education undoubtedly will affect underrepresented students at both the two- and four-year levels. In the community colleges, hard won changes that led to new programs may not be sustained at the same levels and may wither and die for lack of adequate funding. Already at HTC, for example, the retirement of three counselors and the departure of an Hispanic counselor for an administrative position elsewhere in June 1992 have left the counseling department diminished with no foreseeable replacements soon. The effect extends to the Puente Project which is not in operation this academic year due to both funding and the departure of the Hispanic counselor who was a key member of the program.

For transfer students, the even more severe budget cuts in the UC and CSU systems mean far less spaces available for everyone desiring to enroll, including transfer students. For underrepresented students, who feel marginalized and disadvantaged compared to the mainstream population, the knowledge that the available spaces in the senior institutions have shrunk significantly for all students may deter them from even considering preparing for transfer and investing their time in this way for an uncertain future at a baccalaureate institution. They may opt, instead, to get seemingly more secure vocational degrees at their two-year institutions. Moreover, the budget cuts within UC and CSU already have impacted community college enrollments, especially in institutions like HTC with its comprehensive transfer curriculum. Students who ordinarily would have enrolled at or returned to a UC or CSU campus this fall chose to enroll in a community college, due to both the cancellation of many sections of general education classes and high increases in tuition fees for the second year in a row. The transfer down effect has created bulging community college classes, which in turn has squeezed out some students, especially the underrepresented who are often less knowledgeable about how to deal with a system like an educational institution with its bureaucratic processes, procedures, and time lines.

In examining the role performance of staff involved with the transfer function, the findings indicate that genuine efforts are being made to carry out the commitment to recruit, retain, and transfer underrepresented students. The encouragement and support by the college to bring in Hispanic and other underrepresented students is well developed already with several recruitment and outreach programs. Funds have been devoted to increasing instructional support programs to help students stay in college and succeed academically.

The efforts by the transfer center, however, seem limited to serving the general transfer population through the transfer admissions agreements and visits by college representatives. Specific activities for attracting and assisting Hispanics, other than Raza Day, seem non-existent. The transfer coordinator is devoting most of his time and energies to a few activities like the transfer admissions agreements that so far have not seemingly made any difference for special populations like Hispanic students.

Also, reliance on the TAA almost solely, however well-intended, to increase transfer rates may prove to be ill-founded. At the Fall 1992 CSU Counselor Conference in September, many campus representatives from the 20 campus system stated that given the current economic conditions in their institutions they were not honoring the TAA as a "guaranteed admission," rendering those agreements meaningless or of dubious value. One of the few CSU institutions, however, that is still accepting TAAs and giving priority enrollment to students with them is the local campus to which HTC sends the majority of its students. Nonetheless, even this campus only assures the transfer student with a TAA admission to the university, not necessarily to a specific major department.

How have the organizational changes affected the role performance of students? The testimony of several individuals indicates that few if any Hispanic and other underrepresented students are using the transfer center. A faculty member declared that if the transfer center " . . . was to close down tomorrow," it would have no effect in the number of underrepresented students who transfer, and referred to the transfer center "more as a supportive function" in the transfer process. Students seem to be much more

involved with specific curricular programs (detailed in appendix B) that impact their academic goals daily and much more directly. It would seem that practices at the transfer center have to change substantially -- moving from being primarily a passive, supportive resource to becoming an active, vital hub of transfer activities that can significantly influence the transfer rate of its students -- to attract most underrepresented students to its site.

The transfer coordinator also needs to consider establishing departmental connections to support the transfer function. Collaborative efforts could be developed through a series of curricular activities aimed at identifying, attracting, and involving students -- and faculty -- the transfer center is currently not reaching. In as much as state funds have been allocated to establish transfer centers and to identify, increase, and assist underrepresented students to transfer from community colleges to senior institutions, the transfer coordinator can build on the strength of this commitment that emanates from the state level and is supported at the organizational level by the governing board, the chancellor, and the college president.

Have the transfer rates for Hispanic and other underrepresented students increased? Certainly, the organization is committed to increasing the transfer rate of its under-represented students. Every individual who was interviewed attested to that commitment. The president went even further by expressing his goal for HTC to become the leading transfer institution for the transfer of minority students:

> I don't know what the numbers are, but I suspect once you start pushing 250 to 200 minority transfer, you'll be the leading institution in the state of California. We're already real close to that. We have a large number of minority students here. The percentages may not be high, but, we're pushing 700 Hispanic students. That's a lot in just absolute numbers. What if you transfer one-third of those students? There's your 200.

The director of the Summer Leadership Institute commented, as well, on some of the visible changes occurring on the campus:

> Only recently are we seeing more underrepresented students coming to this campus. It's really a challenge to keep those students here. Another Latina counselor and myself are recent hires to work with this population. We're not there yet in terms of numbers. We don't have enough, but we're working on it.

The lack of specific data on the transfer rates for Hispanic students, aside from some limited information and some anecdotal instances cited by faculty, is of concern. Moreover, no program reviews or evaluation procedures seem to be in place or planned to evaluate the effect the changes have actually had on the organization to date. However, efforts initiated by the institutional researcher to gather data are positive indictors for future planning and adjusting by HTC. But the fact that the transfer coordinator could only cite a few specific figures (in an internal report) as to the effect the transfer center has had on changing the transfer rate in any meaningful way is disturbing.

In terms of salary and time allocated, HTC seemingly has the most transfer-related funds invested in the transfer coordinator. The assigned time plus benefits of a faculty member with more than 25 years of seniority, translated into a dollar amount for the coordinator's time, is probably equivalent to more than the starting salary for a new faculty member (1 FTE). It does not appear that the college has received a 'good return' on this investment thus far given the scant transfer data available to date and the negative assessments of the transfer center voiced by a few individuals.

Nonetheless, no one could provide extensive data to illustrate how much increase has occurred in the transfer rates of Hispanic and other underrepresented students at High Transfer College. Some individuals said it was too early to tell since many of the targeted students are still in the pipeline. Others claimed that numbers weren't important. Several individuals, however, could point to specific increases. A former Puente Project counselor calculated that since the program began at HTC in 1989 to help Hispanic students succeed in their first year of pre-transfer and transfer level English courses, at least 12 students had either transferred or had acceptance letters as of spring 1991. He said that six of these students had opted to remain an additional semester to take more lower division courses in their majors because of the larger economic burden the recent UC and CSU fee increases placed on them. The honors program coordinator stated that its first transfer students, five

females, including one African-American, had been accepted for Fall 1991 at four UC campuses, including Berkeley.

Using CSU and UC data, an internal campus report prepared by the transfer coordinator was issued in March 1991 highlighting HTC transfers for 1987-88. His report ranked HTC first among Bay area colleges in transfer rates, outperforming several larger, well-known community colleges which also have high transfer rates. The transfer rate of all full-time students from HTC was 16.22 percent compared to the state wide average of 12.44 percent. The transfer rate to CSU was 14.57 percent compared to 10.36 percent state wide average, whereas the transfer rate to UC was 1.64 percent compared to the slightly higher 1.76 percent state wide average.[6] The average GPA for HTC transfers was 2.74, also exceeding the state wide average 2.69 GPA. The brief report did not disaggregate the statistics by ethnicity nor was the institutional researcher able to provide additional data when asked.

The institutional researcher, who has only been at HTC for two years, has begun to collect transfer data by ethnicity for the first time in the college's history. Transfer data for Fall 1990 and Fall 1991 by ethnicity, however, reflect only the transfer of HTC students to a local CSU campus where the majority of students enroll. In 1990, 6.0 percent of the 1,642 who transferred there were Hispanic while in 1991, 5.33 percent of the 1,575 were Hispanic. According to the institutional researcher, efforts are now underway to analyze the 1990 and 1991 data for other campuses. Therefore, it is unclear if the small difference from 1990 to 1991 of 67 students is merely a shift in enrollment to other institutions, perhaps because of the TAAs, or reflects an actual decline.

The recruitment, retention, and transition efforts directed at underrepresented students and initiated by the minority task force report in May 1988 to improve minority student matriculation and academic success at HTC, appears to be bearing fruit, but to what

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[6] The majority of transfers from the California community colleges are to CSU. For example, transfer data for Fall 1988 reveal 14.6% students transferred to UC, 72.5% to CSU, and 12.9% to regionally accredited independent institutions (CPEC, 1989).

degree is still unclear. Certainly, enrollment has increased from Fall 1989 to Fall 1991, with a growth of 6.1 percent for ethnic minority students and an increase of 1.8 percent for Hispanic students. The largest growths were +2.3 percent for Asian/Pacific Islander, followed by +1.8 percent for Hispanic, and +1.3 percent for African-American students. Enrollment for Native American students remained unchanged at 0.9 percent, while enrollment for non-Hispanic white students declined slightly from 75 percent to 72 percent during the same period (Office of Institutional Research, 1990, 1991). These figures, however, do not address retention rates, which were unavailable. The increase in underrepresented students enrolling at HTC, while still not rapid nor dramatic, has created, in the words of the president, ". . . a general sense of excitement among a lot of people that this something that's overdue . . . something that's good."

It cannot be denied that the organization's commitment and its follow through on implementing changes intended to increase the recruitment, retention and transfer of Hispanic and other underrepresented student appears to have been "put center stage" just as the president envisioned. Through the interviews, in observing staff and students throughout the campus, indeed "a general sense of excitement" and an overall high morale seemed to be prevalent at High Transfer College. Much of this was attributed by the individuals interviewed to their president of two years. Many cited his qualities as a leader and a visionary and described him as having boundless energy, enthusiasm, friendliness, and approachability, coupled with his encouragement and 'hands off' approach to let people do what they were hired to do. A few referred to the fact that he is Hispanic and how that might be contribute to his commitment, but most made no mention of it.

The president shared an incident that occurred in early spring semester 1991 which illustrates some of the impact he has had on changing HTC thus far. A visiting African-American fire chief was in the campus center with him, looked around and said, "There are black faces, brown faces, and all kinds of faces here, I thought this was just a white, upper middle-class place." The president laughed and said:

> I've had lots of people make the same statement -- that it looks different than it did five years ago. And they like that. I think that's where I get my reinforcement. It's certainly far different from the way it was just two short years ago when I arrived.

High Transfer College has committed itself to changing some of its organizational practices to improve the educational opportunities and to enhance the transfer rates of its current and future Hispanic and other underrepresented students. What kinds of changes will continue to take place remain to be seen. For too many Hispanic students the path to a baccalaureate degree begins in the community college and, unfortunately, often ends there as well. Enrollment data demonstrate that Hispanics, coming from many parts of the greater community, are selecting HTC as a college of choice -- perhaps attracted by the varied transfer curriculum, programs and activities, while others are already in the transfer pipeline at HTC and are pursuing educational goals leading to transfer.

The organizational practices being enacted and the possible outcomes at an already successful transfer institution like HTC have the potential to become a model for other community colleges as to how to deal with the issue of increasing educational opportunities for Hispanic and other distinct students on their campuses. If the new policy at High Transfer College is to be successful and if real change is to occur, it is necessary to continue to identify, develop, and implement strategies that lead to an actual increase and retention of underrepresented students, which in turn lead to an increase in their transfer rates. The resulting template can be used for future research by studying the California community college which has the highest and the lowest transfer rate for Hispanic students and comparing the results to further test and refine the model.

Moreover, the efforts by High Transfer College must not be 'front loaded' only -- that is, bringing in Hispanic students with promises of academic programs and support services and then only partially following through once the students are matriculated. Genuine commitment is needed throughout the transfer process, from entry to exit, to build bridges of access and success for Hispanic students. Committed, caring staff members, well-developed and well-supported programs, and meaningful activities that encourage and

nurture Hispanic students must not only continue to be put in place, but must become institutionalized and protected during adverse financial times. The benefits for doing so can only positively affect the socioeconomic conditions of society by contributing to the education and training of Hispanics and creating a more educated and informed population that spans race and ethnic groups and reduces economic and class differences.

Appendix A

Prototype for Analysis of Organizational Variables

COMMITMENT TO TRANSFER FUNCTION	HIGH	LOW
Public declaration :	President declares transfer of Hispanic students important in public forum to faculty and staff.	No public statement made about transfer of Hispanic and/or other minority students by any top level administrator.
Formal policy :	Task force of administrators, faculty and staff develop policy at request of CEO; policy published and disseminated college-wide in Master Plan and Minority Task Force Report.	General philosophy statement in catalog regarding dual college mission of transfer and vocational programs cited as policy statement.
Stated goals:	Faculty and staff work with task force in respective areas of expertise and responsibility in developing goals affecting their departments.	No coordinated effort among departments nor between academic and student support sides of institution regarding goals; unclear direction exists about transfer efforts.
Resource allocation :	President creates new positions and fills them; funds allocated to tutoring, hiring diverse staff, transfer center, furniture obtained; funds allocated for outreach activities in general budget.	Allocation limited, primarily dependent on categorical funds rather than from general budget, other college considerations given priority.

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